


Writing the IEP - Part 2




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Wisconsin's National Center
for Education, Science & Learning
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What Will You Learn Today?

- Student Information
 - Strengths
 - Current Academic & Functional Performance
 - Special Factors
 - Parent/Student Concerns
 - Effects of Disability
 - Disability-related Needs
- Family Engagement
- Annual Goals



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Special Education in Plain Language



User-Friendly Handbook on Special Education Laws, Policies and Practices in Wisconsin


2009 • Third Edition • Including a 2019 Supplement

pdf version:
Webinar handout
IEP components p.29

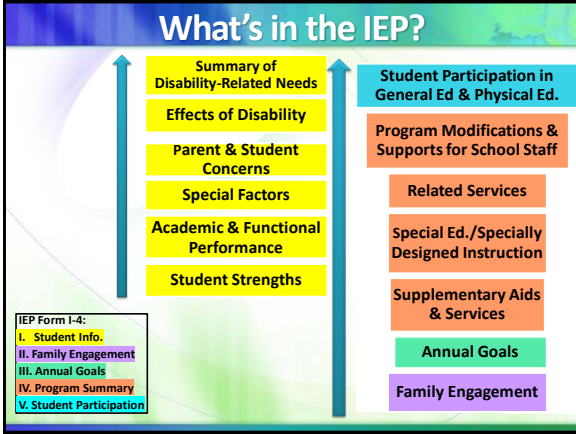
Online:
<https://www.wsems.us/special-education-in-plain-language/introduction/>

Hard copy:

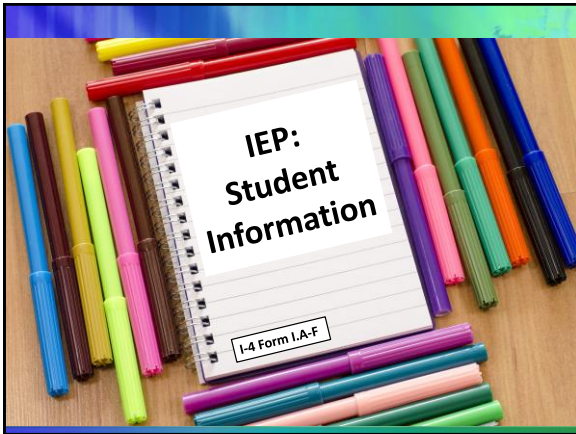
- Your school district
- WI FACETS



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What are Student Strengths?

- Positives: strengths, interests, preferences
 - Talents & Passions
 - Personal & School activities
 - Academic/Vocational skills (skills mastered, preferred learning style, helpful tools)
 - Communication skills
 - Social skills & Social/emotional behavior
- Strengths Checklist: <https://tinyurl.com/snmaws>
- Positive Student Profile & My Snapshot <https://wspei.org/iep/>

Student Strengths



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What are Student Strengths?

Example 1: Marquis is an eager student. He reads best during circle time. He puts effort into making friends and keeping them. He recognizes all peers and school staff by name (excellent visual memory). He likes trains, video games, and reading comic books. He likes taking things apart to see how they work. He likes music, his Ninja gymnastics class, and can swim.



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What are Student Strengths?

Example 2: Karley likes to work independently. She asks for help when needed. She follows routines well. She has a strong number sense and does two-digit subtractions in her head. She enjoys being read to. She learns best when key concepts are reviewed frequently. She likes doing puzzles and camping with her family. She loves her dog and is confident and gentle with animals.



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What is PLAAFP?

Present Level of Academic & Functional Performance


- Statement of how the child is currently doing (strengths, abilities, performance and NEEDS)
 1. **Academic Achievement** (academics)
 2. **Functional Performance** (non-academic areas)
- Compared to age/grade level expectations
- Measurable, baseline data
- Foundation that other IEP sections build on



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What are Special Factors?

1. Behavior (FBA, PBIS, #07.01)
2. English Learner
3. Braille (Form ER-3)
4. Communication needs
5. Assistive technology




Special Factors

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What are AEM & Print Disability?

5. AT: Consider the need for accessible education technologies or materials available to students regardless of formats or features, including the National Instructional Materials Access Center/NIMAC.

- Print Disability
 - SEPL p. 71
 - WCASS Guide and WDPI Bulletin 18.03
- Accessible Educational Materials (AEM)
- NIMAC
- WI AEM Center (CESA 2)

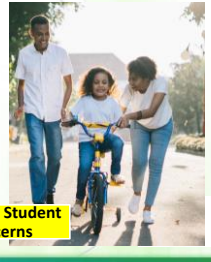


Special Factors

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What are Parent/Student Concerns?

- Concerns: academics, behavior, strategies, social/emotional, homework, progress, food, medical, transition, the future, etc.
- Writing ahead helps
- Resources:
 - WI FACETS Help Desk & IEP Checklist
- Electronic copy
- Input feels valuable
- Parent/student voice heard & validated



Parent & Student Concerns

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What are Effects of Disability?

- **HOW** student's disability affects:
 - Academic achievement
 - Functional performance
 - Access, involvement, progress in general ed. curriculum, instruction, environments
- Affects meeting age/grade-level standards?



Effects of Disability

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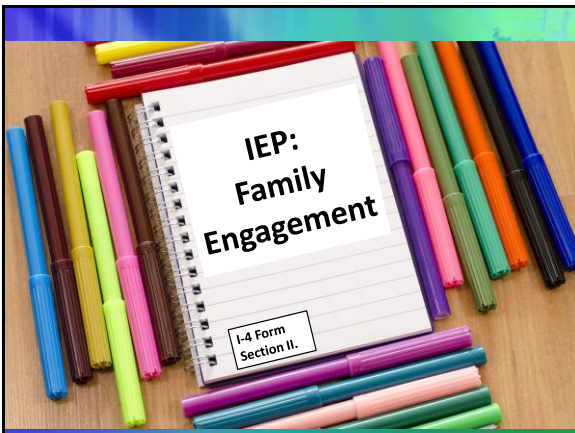
What are Disability-Related Needs?

- **WHY** student is NOT able to:
 - Achieve in academics
 - Meet functional expectations
 - Access, be involved in, or progress in general ed. curriculum, instruction, environments
- Needs related to Special factors & Parent/student concerns
- Needs Summary is "link" to Annual Goals & Program Summary (each Need has a #)



Summary of Disability-Related Needs

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What is Family Engagement?

- Process of building genuine relationships with families.
- Promotes improved child outcomes
- **How will staff engage families in the education of their child?**
- Link activities with Annual Goals
- School implements; Parents can't be required



Family Engagement

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Measurable Annual Goals

I-4 Form III.A-B.

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What Are Annual Goals?

- Close gaps (**Current & Expected** levels of performance)
- Align with grade level standards
- Ambitious & achievable in 1 year
- Each **Need** = 1 Goal (or more)
- Goal = **goal statement**, **baseline**, **level of attainment**, procedures for measuring progress
- Child will do **what...where or when...to what level/degree.**

EX: Elsa will **increase her ability to decode multi-syllable words while reading a passage at the 4th grade level from 50% accuracy to 98% accuracy in three trials.**

- WI DPI CCR-IEPs [Step 3](#)-Develop IEP Goals
- **SMART** Goals (Smart, Measurable, Attainable, Realistic, Timely)

Annual Goals

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What Are Annual Goals?

III. MEASURABLE ANNUAL GOALS

A. Before developing annual goals, review the previous IEP goals and progress (document review and student's progress on the I-5, Annual Review of IEP Goals)

Previous IEP goals reviewed: Yes No Not Applicable

Annual Goals

B. Goal # 1 (The Goal # changes as goals are added. Complete 1 through 5 below for each goal.)

- Goal Statement: **Elsa will increase her ability to decode multisyllable words while reading a passage at 4th grade level from 50% accuracy to 98% accuracy in 3 trials.**
 - Baseline (Student's current level of performance from which progress toward this goal will be measured): **50% accuracy**
 - Level of Attainment (Must relate to the baseline measurement and reflect progress): **98% accuracy**
- Benchmarks or Short-Term Objectives (Required for students with the most significant cognitive disability expected to participate in an assessment aligned with alternate academic achievement standards.):
 - Not Applicable
- Annual goal addresses disability-related need(s) # **3** of the student. (Needs identified in Section I.F).
Improve decoding skills
- Procedures for measuring the student's progress toward meeting the annual goal from baseline to level of attainment:
Keeping a Tally of % correct from 3 trials/week & Advanced Survey Decoding Checklist)
- When will reports about the student's progress toward meeting the annual goal be provided to parent(s)? (Document review and student's progress on the I-6, Interim Review of IEP Goals. **Quarterly, same time as report cards**)

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Where Can I Get More Info?

- Special Education in Plain Language: <https://www.wsems.us/special-education-in-plain-language/>
- WI DPI Sample Forms (I-4; I-5; I-6; ER-3): <https://dpi.wi.gov/sped/model-special-education-policies-and-procedures-and-special-education-forms>
- WI DPI Bulletins: <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins> (98.04 Braille, 07.01 FBA, 10.04 Phys. Ed., 18.02 FAPE, 18.03 AEM/Print Disabilities)
- IDEA 2004 Info: <http://www.wifacets.org/resources/idea-2004-info>
- 5 Steps for Recognizing Strengths in Kids: <https://tinyurl.com/snmaws>
- Positive Student Profile & My Snapshot: <https://wspei.org/iep/>
- Present Levels: <https://www.parentcenterhub.org/present-levels/>
- Federally Mandated Elements of an IEP: Present Levels of Academic Achievement & Functional Performance (Video): <http://www.yourspecialeducationrights.com/video-series/>
- WCASS Guide to Supporting Students with Print Disability: <https://www.wcass.org/wcass-position-papers>
- NIMAC: <http://www.nimac.us/about-nimac/>
- WI AEM Center: <https://www.cesa2.org/programs/wiaem/>

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Where Can I Get More Info?

- **Parent Concerns on IEP (Video):** <https://www.youtube.com/watch?v=rD6kbJXotnA>
- **Karen Mapp Family Engagement (Video):** <https://www.youtube.com/watch?v=eElzWQ6azMg&feature=youtu.be>
- **WI DPI's Family Engagement:** <https://dpi.wi.gov/engaging-families>
- **WI DPI CCR-IEPs Steps 2 & 3:** <https://dpi.wi.gov/sped/college-and-career-ready-ieps>
- **Measurable Annual IEP Goals Self-Check:** <https://dpi.wi.gov/sites/default/files/mce/sped/pdf/rda-ccr-iep-measurable-annual-goals-self-check.pdf>
- **Making Goals SMART:** https://www.rider.edu/files/Phasell_SMART_Goals.pdf
- **SMART Goals (Video):** <https://www.youtube.com/watch?v=1-SvuFIQIK8>
- **WI Academic (Grade-Level) Standards:** <https://dpi.wi.gov/standards>
- **IDEA 2004 Info:** <http://www.wifacets.org/resources/idea-2004-info>




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Are There More IEP Mini Modules?

1. Starting the IEP Process: Special Education Basics
2. Special Education Referral Process
3. Evaluation & Eligibility in the IEP Process
4. Reevaluation & Independent Educational Evaluations
5. Writing the IEP (Part 1)
6. Writing the IEP (Part 2)
- 7. Writing the IEP (Part 3)**
8. IEP Revisions & Extended School Year
9. Parent Rights in the IEP Process
10. Useful Resources in the IEP Process
11. IEP Checklist

Register – www.wifacets.org




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That's It for Today!

- Please complete your evaluation.
- Questions? WI FACETS 877-374-0511

THANK YOU!



Content addressed in this module is based on federal and state law and regulations. The information is not intended to be a replacement for careful study of IDEA and Chapter 115.
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